

IMPACT OF SOCIOCULTURAL FACTORS ON ACADEMIC PERFORMANCE OF STUDENTS IN DISTRICT MULTAN, PAKISTAN

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ABSTRACT- *The aim of present study was to examine the impact of sociocultural factors and social media on students' academic performance. This research was conducted in Multan city of Pakistan. A sample of 400 students and 64 lecturers was taken randomly. Two questionnaires were designed: one for the students and other for the teachers to collect the data. Marks of selected students in intermediate part 1 exam conducted by BISE Multan 2018 was taken for comparison purpose. The collected data was analyzed by percentage, t-test, chi square and mean score. T test findings indicated that the difference between the marks of girls and boy's students was not significant but the difference between the marks of students of high and low socioeconomic level students was significant, difference between the score of students having educated and uneducated parents was also significant. The is also significant differences between the score of students using social media and their academic performance.*

Key words: *Socio-cultural factors, Academic performance, Social status.*

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1. INTRODUCTION:

1.1 Background of study:

Socio-cultural factors are larger scale forces within the societies and culture that have an impact on the thoughts, feelings and behaviors of the individual members of those societies and cultures. Many people consider that the learning has to do with the processes within learner. But, culture in which any person learns sets agenda for the learning in numerous ways. It determines that what is learnt and it also influences that when and how it is learnt. What, when and how an individual learns is influenced in many ways by culture in which learning occurs and social interaction processes in which learner involves. It is quality of all these collaborations and interactions rather than the processes solely within a learner, that actually determines the quality of learning.

Formal education involves the students learning based on culturally valued ideas. Both culture and the groups within culture have bodies of the knowledge that they trust and believe, these factors will assist the individuals to transact in social activities. Students are the future leaders of the nation. As the world is progressing with globalization, the surrounding and personal communication play a major role in the student's life. This personal communication is based from the family side, with whom students spend most of their time.

This study will be analyzation of the socio cultural factors which affect the students' academic performance. It will also further discusses some of the solutions and recommendations.

1.2 Main problem of study:

Our main problem of study is to measure "the impact of socio-cultural factors on the academic performance of Pakistani students"

1.3 Objectives of study:

The objectives of study are stated as under: -

1. To study the association between the socio-cultural factors and academic performance of students in Pakistan.
2. To discover whether one or more factors (among socio-cultural) had a strong impact on academic performance of students.
3. To make suggestions how to reduce sociocultural factors impact on students' performance.

1.4 Research questions:

The main research questions are given below: -

1. Is there any difference between male and female Pakistani students about their academic achievement.
2. What is the impact of Pakistani students' mother language on their academic performance.
3. Is there any significant difference among the Pakistani students having different social classes regarding and its impact on their educational achievements.
4. Is there any significant difference between the Pakistani F.SC students' academic performance and their parents' literacy.
5. Is there any strong relationship between the Pakistani F.SC students' academic performance and the amount of time they spend to watch TV, films/CDs, use internet, listen to the radios, use Facebook, WhatsApp, read text books.

2. REVIEW OF LITERATURE:

Wahla and Awan (2014) revealed that mobile phones usage during study and work bring negative effects on the outcome and results.

Briner (1999) said that teacher or more experienced peer was able to provide learner with the support to student that was found to evolving the understanding of his knowledge domains and development of the complex skills. Socio-cultural factors exercise their effect within the family structure. Examples of these are attitudes, belief and the value system, and the language use at their homes etc. (Gonzalez, 2001).

According to Theory of Educational Productivity presented by Walberg (1981): there are three groups of nine factors based on cognitive, affective and behavioral skills for optimization of learning that have a great impact on the quality of academic performance of learners: Group#1 Aptitude, Group#2; instruction, Group#3 environment.

Rogers (2002) stated that students' deficiency of preparation for exams deals with sociocultural factors rather than a deficiency of academic potential. Gonzalez (2001) stated that sociocultural factors have an effect within a family structure in which a type of mediation of children's and parents' behavior is found. Children and parents must have to develop some sociocultural strategies to be adapted to the school system.

Lori and Al-Ansari (2001) revealed that sociocultural factors effects student's language proficiency and language learning. Normand (2008) findings revealed that learners from very high socio-cultural families had a higher rate of progress as compared to the learners from low sociocultural family status. The low socio-economic status level of parents has negative relationship with students' academic achievements because the students with low socio-economic status have limited access to resources and sources of learning (Duke, 2000).

The home environment of students also affects their academic performance. The school teachers can provide guidance and counselling to parents of students for creating positive and better home environment for progress in learners' quality of work (Marzano, 2003)

Krashen (2005) concluded that learners whose parents were educated scored higher on standardized tests than those students whose parents were not educated. Television has a significant impact on the educational process (NIMH, 1982). Television influences social behavior of students not only by teaching new behavior but it also contributes to learners' views about inappropriate and appropriate behavior (Libert, 1972; Boron, 1972).

Internet provides access to the vast sources of information which are hosted by various individuals and organizations worldwide on a massive network of servers (Ogungbeni, et al, 2016). Various studies have indicated that use of Internet by students can have positive impact on their educational achievement (Chen & Fu, 2009). Ling (2000) indicated, the mobile phone is at the cross purpose with the mission of any school". However, the mobile phones have been found to be distracting and disturbing the students' academic work (Gergen, 2002; & Franzini, 2002). Research indicated that excessive texting, particularly on the social network sites, has been associated with the unhealthy behaviors among the younger generation, including high levels of stress, poor sleep patterns, poor academics and parental permissiveness (Teens, 2011) .Yeboah (2014) indicated that the impact of WhatsApp, instead of making communication faster and easier and enhancing ideas sharing among the students, was negative on the academic performance of the tertiary students in Ghana.

In Pakistan, textbooks are the simple and only teaching tool for the teachers and also learning tool for the students in most of the academic institution. Haq & Haq, (1998) said that The text books convey educational ideas and also define national curriculum for the teachers.

2.1 Need for present study:

In view of literature as it has been seen a wide impact of sociocultural factors on student's life. And there is much need to study the impact of all these factors on students' academic performance in Pakistan, that is why this topic was selected to conduct the research in Multan city, Pakistan.

2.2 Distinction of this study:

This study is different from quoted ones because no prior research has been conducted in so much detail including impact of a lot of sociocultural factors on

students' academic performance as carried out in our study. We have examined the sociocultural factors in detail while in prior researches one or two sociocultural factors were studied at one time but none of prior researches have covered all these sociocultural factors simultaneously. Secondly, researches related to impact of sociocultural factors on students' academic performance have been done at school level and university level students. but none of the research has been done at college level students (fsc. Premedical group students) in Pakistan.

3. RESEARCH METHODOLOGY:

The objective of this study was to explore whether one factor or a combination of factors (sociocultural) have a significant impact on academic performance of Pakistani students. Finally, the study aimed at investigating the effect of social factors e.g. parents' literacy and social status, Social interaction and collaborative learning in classrooms, cultural factor e.g. impact of mother language, amount of using social media internet, text books and others on students' academics

3.1 Research Design:

In the present study primary data was used which was collected through questionnaire. The population of study was consisted of the two main stake holders; college level students of F.SC and teachers teaching in the college. all the male and female students of F.SC Class studying in private and government colleges in Multan city and all the male and female teachers (lecturers) teaching science and arts subjects at inter level in government and private colleges were taken as the population of the present study. 400 students from the 16 selected colleges of Multan (including 8 governments and 8 private colleges). Were selected randomly. Similarly, 64 lecturers working in private and government colleges were included in the sample.

3.2 Research tool:

The study is descriptive which was conducted by using (questionnaire) survey method. Two different questionnaires were designed, first for the college level students and second for the teachers teaching at college level. These questionnaires

consist of a mix of few open ended and closed ended questions including MCQ type
These questionnaires were developed on the basis of 5 point Likert scale

3.4.1 Pilot study:

Questionnaires were distributed among the 20 college level students and ten lecturers in district Multan for pilot testing. Changes were made in the questionnaires on the basis of feedback given by students and teachers and their final format was approved by the supervisor.

3.5 Analytical techniques:

The following techniques were used in this study to analyze data: -

- 1.Percentage of the responses were calculated
- 2.Arithmetic mean of the sample score were calculated
- 3.t test was performed by using MS excel 2016
- 4.Chi square test was performed.

Academic performance of students who appeared in 1st year(F.SC pre-medical part-1) examinations conducted by Board of Intermediate and Secondary Education Multan in 2018.

4-DATA ANALYSIS:

In the present study, 200 male and 200 female students were selected to collect the response for present study and collected data was analyzed. The results are shown in the following tables: -

**Table # 1: Comparison of mean score of students marks in F.Sc part-1 BISE
Multan exam 2018**

Group	No	Mean	S.D	T value (calculated)	Df	Significance level
Female	200	339.5373	77.87066	0.089921	398	0.05
Male	200	325.0697	92.15799			

Table 1 shows that there is difference between the mean score of female and male students. But our calculated t value was 0.089. and the tabulated value of t (t test) is 1.96 at 0.05 significance level. As the calculated value is less than the tabulated value of t so the difference between the mean score of BISE Multan board intermediate part 1 2018 of female and male students of the sample is not significant.

4.2 statistical analysis of statements (student's questionnaire)

Table 2: Income of parents

Group	No	Mean	S.D	T value (Calculated)	Df	Significance level
Lower socioeconomic class students having family income below Rs.60,000	200	276.41	66.127	9.948	398	0.05
Upper socioeconomic class students having family income below Rs.60000.	200	391.52	60.80			

Table 2 shows that there is difference between the mean score of students from lower and upper socioeconomic level. but the calculated t value is 9.9. and the critical value of t is 1.96 at 0.05 significance level. As the calculated value was more than the tabulated value of t so the difference between the mean score of the students from lower and upper socioeconomic level was significant.

Table 3: Difference between the mean scores of students having uneducated and educated fathers

Category	N	Mean of their child marks	T value	Significance level
Uneducated father	96	222.6458	4.8194	0.05
Educated father	304	366.8092		

At df level of 398 and 0.05 significance level, the calculated t value was 4.81 which is more than the tabulated value of 1.96. so there is a significant difference between mean score of student having educated and uneducated fathers.

Table:4 Difference between mean scores of students having uneducated and educated mother

Group	No	Mean	T value	Df	Significance level
Students Having uneducated mother	130	242.78	6.2943	398	0.05
Students having Educated mother	270	375.8815			

At df level of 398 and 0.05 significance level the calculated t value was 6.2 which is more than the tabulated value of 1.96. so there was significant difference between the mean scores of students who belong to educated and uneducated mothers.

Table 5: What is your social status?

No	what is your social status?	Annual result F.SC part I 2018 BISE Multan			Total
		Below 50%	51-75%	more than 75%	
1	Lower class f	90	2	2	94
	Lower class %age	95.74%	2.1276%	2.127%	100%

2	Middle class	f	0	114	9	123
	Middle class	%age	%	92.68%	7.317%	100%
3	Upper class	f	0	51	132	183
	upper class	%age	%	27.86%	72.13%	100%
Total			90	167	143	400

Table 5 shows that all students having below 50% marks belong to lower class families. While only 2% students having score 51-75% and 2% having score more than 75% belong to lower class. Number of student from upper class was 132 highest in students having more than 75% marks and 51(27.9%) students belonging to upper social class have score in range of 51-75%. While total 123 students belong to middle class families (among them 92.68% were having 51-75% marks and 7.3% have more than 75% score). So there was positive impact of upper social class families on students score while the scores of students which belong to lower social class were below 50%.

Table 6: Do you agree that if your mother language would be English you could perform better in your studies?

Sr.No	Do you agree that if your mother language would be English you could perform better in your studies	Annual result F.SC part I 2018 BISE Multan			Total	
		Below 50%	51-75%	more than 75%		
1	Yes	f	90	164	139	393
	Yes	%age	22.900%	41.7302%	35.3689%	100%
2	No	f	0	3	4	7
	No	%age	0%	42.857%	57.1428%	100%

	Total	90	67	143	400
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Table 6 indicates that 393 students agreed that if English would be their mother language they could perform better in studies and only 7 students responded in NO. Percentages of response for each category of students are given in the table 4.2.5

Table 7: For what purpose you use internet?

Sr.no	for what purpose you use internet?	Annual result F.SC part I 2018 BISE Multan			Total
		Below 50%	51-75%	more than 75%	
1	Entertainment	52	20	2	74
	Entertainment %age	70.27%	27.027%	2.7%	%
2	Academic learning	0	97	138	235
	Academic learning %age	0%	41.27%	58.72%	100%
3	Chat/other purpose	36	50	3	89
	Chat/other purpose %age	40.449%	56.179%	3.37%	100%
4	Never used	2	0	0	2

	Never used %age	100%	0%	0%	100%
	Total	90	167	143	400

Table 7 indicates that there were 74 students in selected sample who use internet for entertainment (among them 70.27% have marks below 50%, 27.027 % students have marks in between 51-75% and 2.7% have above 75% marks), 235 students were using internet for academic learning (among them 41.27% students have marks in between 51-75% and 58.72% have above 75% marks) , 89 students were using internet for chat (among them 40.449% have marks below50%, 56.179% students have marks in between 51-75% and 3.37% have above 75% marks). so it is concluded that the students who use the internet or social media for academic learning perform better in exams.

Table 8: How many hours you daily use internet?

No	How many hours you daily use internet?	Annual result F.SC part I 2018 BISE Multan			Total	Calculated Chi-square (χ^2)
		Below 50%	51-75%	above 75%		
1	Less than 1 hour f Less than 1h %age	36	50	3	89	239.253
		40.44%	56.17%	3.37%	100%	
2	2 hours f 2 hours %age	52	20	2	74	
		70.270%	27.027%	2.70%	100%	
3	3 hours f	0	0	0	0	

	3 hours %age	0%	0%	0%	0%	
4	Never f	2			2	
	Never %age	100%	0%	0%	100%	
5	sometimes for learning f	0	97	138	235	
	sometimes for learning %age	0%	41.27%	58.72%	100%	
	Total	90	167	143	400	

Significance level=0.05, Df=8, critical value of $\chi^2=15.5$

Table 8 indicates that 89 students use internet for less than 1 hour (among them 40.44% students have marks below 50%, 56.17% students having marks in 51-75% while 3.37% students scored more than 75%), 74 students use internet for two hours daily (among them 70.270% students have marks below 50%, 27.027% students having marks 51-75% while 2.70% students scored more than 75%) 235 students use internet sometimes for learning (among them 41.27% students having marks in 51-75% while 58.72% students who scored more than 75%) and there was no student who use internet for 3 hours daily. Table 8 also indicated that calculated value of Chi-square (χ^2) 239.253 was higher than then critical value of Chi-square (χ^2) 15.3 at df 8 and significance level of 0.05. so, association between variables was strong.

Table 9: How many hours you spent daily in watching tv?

No	How many hours you spent daily in watching tv?	Annual result F.SC part I 2018 BISE Multan			Total	Chi-square (χ^2)
		Below 50%	51-75%	above 75%		
1	1 hour f	0	134	100	234	223.23
	1hour %age	0%	57.264%	42.735%	100%	
2	2hours f	58	30	39	127	
	2hour %age	45.669%	23.622%	30.708%	100%	
3	3-4 hour f	32	0	0	32	
	3-4 hour %age	100%	0%	0%	100%	
4	no f	0	3	4	7	
	no %age	0%	42.857145	57.14%	100%	
	Total	90	167	143	400	

Significance level=0.05, Df=8, critical value of $\chi^2=15.5$

Table 9 indicates that 7 students do not watch Television, 234 students watch television for 1 hour (among them 57.26% students having marks in 51-75% while 42.73% students who scored more than 75%), 127 students watch television for two hours daily (among them 45.66% students have marks below 50%, 23.62% students

having marks in 51-75% while 30.70% students who scored more than 75%)and 32 students watch television for 2-3 hour daily (among them 100% were students having below 50%marks) .Table 4.2.16 also indicated that calculated value of Chi-square (χ^2) 223.23 was higher than then critical value of Chi-square (χ^2) at df 8 and at significance level of 0.05. so relationship between watching tv and academic score is significant.

Table 10: How many hours you daily use WhatsApp?

Sr.no	How many hours you daily use WhatsApp?	Annual result F.SC part I 2018			Total	Chi-square (χ^2)
		BISE Multan	Below 50%	51-75%		
						213.5351429
1	Less than 1 hour f	1	1		2	
	Less than 1h %age	50%	50%	%	%	
2	2hours f	69	39	10	118	
	2 hours %age	58.47%	33.05%	8.47%	100%	
3	3 hours f	5	6	12	23	
	3 hours %age	21.73%	26.086%	52.173%	100%	

4	more than 3 hours f	1	0	0	1
	more than 3 h %age	100%	0%	0%	100%
5	Sometimes for learning f	0	119	121	240
	Sometimes for learning %age	0%	49.583%	50.41%	100
6	Never used f	14	2	0	16
	Never used %age	87.5%	12.5%	%	100%
Total		90	167	143	400

Significance level=0.05, Df=10, critical value of $\chi^2=18.3$

Table 10 data indicated that there were 2 students in selected sample who use WhatsApp for one hour (among them 50% students have marks in between 51-75% and 50% have above 75% marks), 118 students who use WhatsApp for 2 hour (among them 58.47% students have marks below 50%, 33.05% students have marks in between 51-75% and 8.47% have above 75% marks), 23 student who use WhatsApp for 3 hour (among them 21.73% students have marks below 50%, 26.086% students have marks in between 51-75% and 52.173% have above 75% marks), 1 student who use WhatsApp for more than 3 hours and 240 students use WhatsApp sometimes for learning (among them 49.58% students have marks in between 51-75% and 50.41% have above 75% marks) and 16 student do not use WhatsApp. Table 10 also indicated that calculated value of Chi-square (χ^2) 213.5 was higher than then critical value of Chi-square (χ^2) 18.3 at df 10 and at significance level of 0.05. so, the relationship between academic performance of student and amount of using WhatsApp is significant.

Table:11: How many hours you daily use books?

Sr.no	How many hours you daily read books?	Annual result F.SC part I 2018 BISE Multan			Total	Chi square (χ^2)
		Below 50%	51-75%	above 75%		
1	Less than 1hour f	0	0	0	0	302.66
	Less than 1h %age	0%	0%	0%	0%	
2	2hours f	88	20	0	108	
	2hours %age	81.48%	18.51%	0%	100%	
3	4-5 hours f	2	12	8	22	
	4-5 hours %age	9.09%	54.54%	36.36%	100%	
4	more than 5 hours f	0	135	135	270	
	more than 5 hours %	0%	50%	50%	100%	
Total		90	142	168	400	

Df=6, critical value of chi square= 12.59 , significance level=0.05

According to Table 11. percentage analysis indicated that students who spend more hours in reading text books show better academic performance as compared to the students who spend less time in reading text books .AND the calculated value of chi square302.66 is more the the critical value 12.59 at df=6, significance level of 0.05. it means that there is a significant relationship between the students’ academic achievement and their amount of reading text books.

Table 12: Do you think Social interaction and collaborative learning in classrooms help you in improving your academic performance?

Sr.no	Do you think Social interaction and collaborative learning in classrooms helps you in improving your academic performance?	Annual result F.SC part I 2018 BISE Multan			Total
		Below 50%	51-75%	More than 75%	
1	Yes	12	161	142	315
	Yes %age	3.80%	51.12%	45.079%	100%
2	No	78	6	1	85
	No %age	91.76%	7.058%	1.17%	100%
Total		90	142	168	400

Table 12 indicated that 315 students had view that collaborative learning helps them in increasing academic performance (among them 3.80% students have marks below 50%, 51.12% students having marks in 51-75% while 45.079% students who scored more than 75%) while 85 students responded in NO. So majority of respondents' agreed that collaborative learning helps in improvement of exam score.

4.3 Statement analysis of teacher's questionnaire:

The data was collected by using questionnaire consisting of Likert scale items. Weightage for each option was given as under:

Response	Neutral	Strongly disagree	Disagree	Agree	Strongly agree
Weightage	1	2	3	4	5

Mean score was calculated for all the statements and analyzed to determine the percentage of personal point of view of teachers with respect to each statement.

Table:13: Students syllabus should be in their mother language so that students will perform better in studies.

No	Statement	SA	A	UD	D	SD	Total	Mean
1	Students syllabus should be in their mother language so that students will perform better in studies	18	24	0	16	6	64	3.5

Table 13 revealed that mean score of 3.5 is more than 3 so, majority of teachers agreed with the statement that Students syllabus should be in their mother language so that students will perform better in studies.

Table:14: Students belonging to high social class show better academic performance as compared to student of middle and lower class.

No	Statement	SA	A	UD	D	SD	Total	Mean
2	Students belonging to high social class show better academic performance as compared to student of middle and lower class.	14	32	0	16	2	64	3.625

According to table 14, calculated mean core is more than 3 so, majority of respondents agreed with statement that Students belonging to high social class show better academic performance as compared to student of middle and lower class.

Table 15: Students whose parents are educated show higher academic performance as compared to the students whose parents are low in education or illiterate.

No	Statement	SA	A	UD	D	SD	Total	Mean
3	Students whose parents are educated show higher academic performance as compared to the students whose parents are low in education or illiterate.	24	34	0	5	1	64	4.171875

Table 15 indicates that mean score 4.2 shows that majority of teachers strongly agreed with the statement that Students whose parents are educated show higher academic performance as compared to the students whose parents are low in education or illiterate.

Table 16: Students which spend their most of the time in listening radio show low academic performance.

No	Statement	SA	A	UD	D	SD	Total	Mean
4	Students which spend their most of the time in watching TV and listening radio show low academic performance.	10	45	0	4	5	64	3.796875

Table 16 indicated that mean score 3.79 is more than 3 so, majority agreed with the statement that Students which spent their most of the time in listening radio and watching TV show low academic performance.

Table 17: Students who spend their most of the time using Facebook for fun show low academic performance.

No	Statement	SA	A	UD	D	SD	Total	Mean
5	Students who spend their most of the time using Facebook for fun show low academic performance.	20	34	0	8	2	64	3.96875

Mean score 3.96 indicates that majority of lecturers agreed with the statement that Students who spend their most of the time using Facebook for fun show low academic performance.

Table 18: Students who spend their most of the time using mobile phone and WhatsApp for fun show low academic performance.

No	Statement	SA	A	UD	D	SD	Total	Mean
6	Students who spend their most of the time using mobile phone and WhatsApp for fun show low academic performance.	35	10	4	11	4	64	3.953125

Calculated mean score 3.95 indicates that majority of lecturers agreed with the statement that Students who spend their most of the time using mobile phone and WhatsApp for fun show low academic performance

Table 19: Students which spent their most of the reading using newspaper and magazines show higher academic performance.

No	Statement	SA	A	U D	D	SD	Total	Mean
7	Students who spend their most of the time reading newspaper and magazines show higher academic performance .	0	1	0	54	9	64	1.890

According to calculated mean score of 1.89 indicates that majority disagreed with statement that Students who spend their most of time in reading newspaper and magazines show higher academic performance.

Table 20: Students which spend their most of the time in using CDs and Films, games for fun show low academic performance in exams.

No	Statement	SA	A	UD	D	SD	Total	Mean
8	Students which spend their most of the time using CDs and Films, games for fun show low academic performance in exams.	44	18	0	2	0	64	4.625

Calculated mean score 4.6 is more than 4 so, on average respondents strongly agreed with the statement that Students which spend their most of the time in using CDs and Films, games for fun show low academic performance in exams.

Table 21: Students who spend their most of the time in reading text books show better academic performance in exams

No	Statement	SA	A	UD	D	SD	Total	Mean
9	Students who spend their most of time in reading text books show better academic performance.	35	25	0	3	1	64	4.40625

Mean score 4.4 is more than 4 so, respondents strongly agreed with the statement that Students who spend their most of time in reading books show better academic performance in exams.

Table 22: Social interaction and collaborative learning in classrooms helps the students to perform better in exams and they show best academic performance.

No	Statement	SA	A	UD	D	SD	Total	Mean
10	Social interaction and collaborative learning in classrooms helps the students to perform better in exams and they show best academic performance.	28	30	0	6	0	64	4.25

Mean score 4.25 is more than 4 so respondents strongly agreed with the statement that Social interaction and collaborative learning in classrooms helps the students to perform better in exams and they show best academic performance.

6. CONCLUSIONS:

The conclusion of the study is that there no significant difference between the marks of the female and male Pakistani students in F.Sc pre-medical group students. There was a significant difference between the marks of the students who have educated and uneducated parents. There was a significant impact of upper and lower socioeconomic class/status on the students' academic performance. According to student's views collaborative learning helps to improve learning and grades of students. There was positive impact of home tuition and parents help in learning of students at home on their academic performance. There was a positive impact of students collaborative learning on their academic performance. There was a significant association between students' academic performance and their amount of using social media like internet, Facebook, WhatsApp, watching television, films and reading text books. Our result shows that the students who use social media for getting scientific knowledge secure good marks as compared to those who use/watch it for fun or entertainment, they perform poor in their exams. Majority of teachers and students agreed with the statement that if their syllabus would be in their mother language they will perform better in the examinations

7- POLICY RECOMMENDATIONS:

On the basis of our conclusions, we would like to make the following policy recommendations: -

1. Government should offer scholarships to all students whose parents monthly income is below Rs. 50,000 so that they could perform batter in their studies.
2. Text books must be in Urdu and if it is not possible for the government to convert the syllabus in to Urdu. then English spoken course must be included in the studies before starting the session of F.Sc so that the barrier of foreign language in learning

could be overcome by the students.

3. Extra coaching classes should be given to the students who belong to uneducated families or belonging to lower socioeconomic class families, in schools and parents should help them in their learning at home or should provide the facility of home tuition.
4. Teachers and parents should guide the learners to use the media in positive way and for study purposes as it has been revealed that the students which use the media for study purposes get better score in their exams.
5. Teachers should encourage the collaborative learning among students in class.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried between collaboration of two authors.

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